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ABSTRACT

Presented are guidelines for planning, establishing, and operating gifted/talented programs for exceptional children in Idaho. Topics are outlined which include definitions of terms related to gifted/talented education; general and specific program criteria; criteria for student selection (identification, comprehensive evaluation/assessment, additional considerations, and due process and confidentiality); program alternatives (special group arrangements) and general guidelines; personnel requirements (teacher traits and characteristics, teacher qualifications, in-service education, parent programs, and programs for mentors); time line for implementation; evaluation (general principles, general areas, and techniques); budget and finance (income, income generated by students, and accounting for funds). Also provided is an appendix listing tests useful in diagnosing the following areas of gifted/talented ability: academically gifted, creative or productive thinking, leadership ability, visual or performing arts, and manipulative skills. (SB)

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GUIDELINES

FOR

GIFTED/TALENTED

PROGRAMS

EC080217

ROY TRUBY
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

BOISE, IDAHO

GUIDELINES

FOR

GIFTED/TALENTED

PROGRAMS

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Approved May 27, 1975
State Board of Education

FOREWORD

The right of an exceptional child to receive the Special Education he needs is as basic to him as is the right of any other individual to have an appropriate education. Each exceptional child in Idaho must be provided a full and equal educational opportunity so he can reach his maximum intellectual, physical, social, emotional, and vocational potential.

These Guidelines for Gifted/Talented Programs are based upon the policies of the State Board of Education, the administrative procedures of the State Superintendent of Public Instruction, and the operational guidelines of the Special Education Division.

It is our intent that these Guidelines be used by local school district personnel in planning, establishing, and operating Gifted/Talented programs for exceptional children in the state of Idaho.

Roy Truby
State Superintendent of Public Instruction

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INTRODUCTION

The Idaho State Department of Education recognizes the rights of all children and youth to a program of educational experiences which provides opportunities for development to the full limit of their capabilities: the Department also recognizes that Gifted/Talented students are those whose abilitities, potentiality, and educational needs require programs which are differentiated from the regular classroom instruction in order to meet these special needs.

The Idaho State Board of Education and the State Department of Education accept the philosophy that educational programs should make provisions for the unique needs of the Gifted/Talented as well as for any other exceptionality. With the passage of recent legislation and the development of these guidelines which include programs for the Gifted/Talented, the State of Idaho is committed to provide quality educational programs for all Gifted/Talented students in the state.

The purpose of these guidelines is to provide direction to school districts in the planning, development, and the implementation of programs for Gifted/Talented students in Idaho.

1.0 Definition of Terms

The following definitions related to Gifted/Talented education are used in these guidelines:

1.1	Gifted/Talented	Refers to those students identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance.
1.2	Specific Academic Aptitude	Refers to those students who have high academic achievement or potential in a specific field of study.
1.3	Creative or Productive Thinking	Refers to those students who have advanced insight, outstanding imagination, intense interest in one or more fields of achievement, innovative or creative reasoning ability, ability in problem solving, and high attainment in original or creative thinking.
1.4	Leadership Ability	Refers to those students who have been observed to be "natural" leaders, those who are looked upon by their peers as being leaders, those who have demonstrated leadership through such activities as student government, and those who have demonstrated leadership in nonacademic activities.
1.5	Visual and Performing Arts	Refers to those students who have demonstrated or indicated through affective as well as cognitive performance outstanding ability in areas such as art, music, drama, speech, and language ability.
1.6	Verbally Gifted	Refers to those students who have demonstrated outstanding ability in areas such as debate, oratory, poetry, plays, writing, etc.
1.7	Manipulative Skills	Refers to those students who have demonstrated high ability or attainment in either gross or fine manipulative activities. It may manifest itself in areas such as sculpturing, mechanics, medicine, etc.
1.8	Mentors	Refers to citizens who possess special knowledge or talents and who may act as a tutor, special project advisor, or lecturer for students.

2.0 Program Criteria

2.1 General Criteria for All Programs

Consideration of the following general criteria is necessary before receiving reimbursement from the state for Gifted/Talented programs.

It is recommended that school districts or multi-districts limit their enrollments to a maximum of 3% of their total school population in the composite of Gifted/Talented programs. It is further recommended that a district or multi-district not develop a program that will provide for the entire 3% in one Gifted/Talented area only. Multiple programs are encouraged in all districts.

If a district or multi-district identifies more than 3% of the total student population, it may request State Department approval for additional units.

2.1.1 Development of criteria for student selection.

2.1.2 Development of program alternatives within a district and/or within a school. (See 4.0 for Program Alternaties)

Consideration should be given to alternatives to regular course work.

2.1.3 Development of a program evaluation system.

It is strongly recommended that the evaluation system be developed during the planning process.

2.1.4 An annual reassessment of the students in the program.

2.1.5 Establishment of an advisory committee composed of teachers, administrators, parents, and Gifted/Talented students.

2.1.6 Specific attention to early identification and continuous programs for students of all ethnic groups, age groups, and socio-economic groups.

2.1.7 Provisions for encouraging teachers of Gifted/Talented students to seek and receive inservice education.

2.1.8 Orientation of the entire school staff on the characteristics, needs, and programs of Gifted/Talented students.

2.1.9 Consideration to the coordination of programs with other

programs and agencies, such as the following:

- - Career Education
- - Health and Welfare
- - Alliance for the Arts
- - Concert Groups
- - Symphony Groups
- - Business and Professional Organizations
- - Community Based Programs
- - Institutions of Higher Learning

2.10 Provision for the establishment of time lines.

.1 Phase I - Planning

It is strongly suggested that the planning phase occupy a period of at least three to six months.

.2 Phase II - Implementation of the Plan

.3 Phase III - Planning for Expansion

.4 Phase IV - Implementation of Expansion Plan

2.2 Specific Criteria for All Programs

The specific criteria listed below are required of all programs by the State Department of Education.

2.2.1 Approval of the State Department of Education must be received prior to program implementation to qualify for reimbursement.

2.2.2 On forms provided by the State Department of Education, the following information is to be provided:

-- Specific program to be implemented
-- Names of students
-- Grades of students
-- Sex of students
-- Age of students
-- Method of identification
-- Date of evaluation
-- Names of teachers
-- Qualifications of teachers

2.2.3 The length of time of the program is to be identified with the beginning and ending dates to be specified, e.g., semester, full year, or multi-year.

2.2.4 Provision for evaluation (related to program objectives) and data gathering of the program in matters such as the following:

-- *The progress of students in the program*
-- *The growth and understanding of teachers and administrators.*
-- *The growth or lack of growth of the overall program.*
-- *Possible ways to improve and strengthen the administration of the program.*

3.0 Criteria for Student Selection

3.1 Identification and Selection of Students

Identification and selection of students as Gifted/Talented must be determined through the use of multiple criteria: Tests and measurements, standardized or observable; demonstrated or potential abilities as determined by qualified individuals or by other valid means, such as peer nominations, semantics differential tests, self-nomination, or citizen nomination. No single test, test score, other measurement, or nomination, should be the determining factor. Interpretation of the data gathered is of the utmost importance in the identification and selection of students considered to be Gifted/Talented. Not to be overlooked are group norms, district norms, state norms, or national norms.

Standardized tests help to identify those students who are verbally gifted and those who have unusual ability in particular academic aptitudes (science, math, reading, etc.), but there are many students whose rare and distinctive gifts in music, writing, or the arts, are not revealed by tests, but rather by performance or indications of potential in the creative areas. These abilities can be manifest and found singly or in combination in any of the following areas:

-- *Leadership ability*
-- *A specific academic aptitude*
-- *Visual and performing arts*
-- *General intellectual ability*
-- *Creative or productive thinking*

3.1.1 Leadership ability is demonstrated in either educational or nonacademic activities in both formal and informal settings.

3.1.2 A specific academic aptitude can be measured by aptitude or achievement tests (CAT, DAT, SRA, Stanford, Iowa Test of Basic Skills, ITPA, Metropolitan, etc.). Eligibility can be determined by achievement levels at the 98th percentile or above on verbal and/or performance scores. Sub tests are valuable indicators. Again, other above-listed criteria should be used to substantiate scores on these tests.

3.1.3 *Visual and performing arts include such areas as art, music, drama, speech, language ability (debate, oratory, writing, poetry, plays, etc.) and is demonstrated or indicated through affective as well as cognitive performance.*

3.1.4 *General intellectual ability should be measured by a standardized, individual intelligence test (Stanford-Binet, Wechsler, etc.) which is administered by a certified psychologist. It is recommended that a student have a performance ranking at the 98th percentile or above. Other above-listed criteria should be used in conjunction with the I.Q. test score.*

3.1.5 *The quality of creative or productive thinking can be demonstrated through advanced insight, outstanding imagination, intense interest in one or more fields of achievement, innovative or creative reasoning ability, ability in problem solving, and high attainment in original or creative thinking.*

3.2 *Comprehensive Evaluation/Assessment*

Selection of students is to be performed through a comprehensive assessment which is a multi-faceted, multi-disciplined evaluation which takes into account observable characteristics of the student performance on tests and measurements, social adjustment, and other facts that may pertain to the ability of the student. A re-assessment of each student in the special program should be made at least once each year.

3.2.1 *Components of a comprehensive evaluation/assessment*

A comprehensive assessment shall include the following components:

.1 *Description of the student's current functioning by the classroom teachers, peers, parents, or other parties on an appropriate referral form or checklist.*

.2 *Individual tests of intelligence or other measurements as deemed necessary by the psychologist.*

.3 *Educational assessment, including achievement level and skills, strengths and weaknesses.*

.4 *Evaluation of communicative skills and language development.*

.5 *Objective description of the child's social and adaptive behavior.*

3.2.2 *Comprehensive evaluation/assessment staff*

The comprehensive assessment staff shall be composed of the building principal or vice-principal, a teacher and a psychologist.

Other parties may also be included on the staff when felt necessary (art expert, a citizen who is knowledgeable about the student, other teachers, counselors, or others whose training and expertise qualify them to appraise the special competencies of the students. Parents should be included whenever possible). The comprehensive assessment staff determines the placement of students in the program and conducts an ongoing assessment.

3.3 Additional considerations

Consideration should be given to the following groups, as they are often overlooked.

- *Racial and ethnic minority groups*
- *The culturally different*
- *The handicapped (deaf, blind, physically handicapped)*
- *A child who displays various types of behavior problems in the classroom*

These individuals should be discovered as early as possible so that quality programs commensurate with their abilities and facilities within the community can be provided for them. Many of these individuals who are often overlooked have the greatest potential for talent and make some of the greatest contributions to self and society.

Although grades often do indicate high achievement and ability, many students who excel in various areas receive poor grades throughout their school life. It is imperative, therefore, to recognize that the grades received by many students are not always indicative of the abilities or potential of those students

3.4 Due Process and Confidentiality

The comprehensive assessment staff should recognize that due process procedures must be maintained prior to evaluation and placement of students in any Gifted/Talented program.

Records of any evaluative measures and other student information must be maintained in a confidential manner.

4.0 Program Alternatives

Educational programs for Gifted/Talented should reflect the three characteristics as developed by the advisory panel appointed by the U.S. Office of Education (1972):

1. *A differentiated curriculum which denotes higher cognitive concepts and processes.*

2. *Instructional strategies which accommodate the learning styles of the Gifted/Talented and curriculum content.*

3. *Special group arrangements which include a variety of administrative procedures appropriate to particular students.*

Since there is a multitude of gifts and talents, programs might be offered singly or in combination. Strategies may vary from program to program and be designed to meet the particular needs of students. Programs providing for multiple types of gifts/talents are encouraged.

4.1 *General Guidelines*

The following general guidelines are to be included in the development of an educational program:

4.1.1 *Identification of the specific kind(s) of Gifted/Talented programs(s) to be implemented -- i.e., academic, performing arts, creative, etc.*

4.1.2 *A statement of the specific objectives of the program(s).*

4.1.3 *A description of the specific activities designed to accomplish the objectives.*

4.1.4 *Provision for short-range and long-range plans. (Long-range is interpreted to mean three to five years.)*

4.1.5 *A description of the time span of the program showing provisions for <u>continuous</u> activities throughout the school year.*

4.1.6 *Provision for placing students in special programs as well as in regular classroom programs.*

4.1.7 *Identification of the program as a pilot program, if applicable.*

4.1.8 *Identification of the grade(s), groups, or individuals.*

4.1.9 *Provision for a written plan of the program to be on file for inspection by the public.*

5.0 Personnel Requirements

5.1 Teacher Traits and Characteristics

The teachers who have been most successful in programs for Gifted/Talented students have been those who act in the capacity of "learning facilitators" rather than instructors. As a "facilitator," the "teacher" has a part in sharing the learning experience with the students. In selecting teachers for the classroom, it is necessary to identify certain traits or characteristics that are compatible with the specific program being offered to the students. While all of the characteristics listed are not necessary for each and every teacher, it is desirable to select teachers who have certain combinations of characteristics that will assist them in working most effectively with students.

Following are some of the traits and characteristics identified by authorities which should be considered to ensure that teachers are able to work effectively with students.

T. Ernest Newland identifies the following:

Is emotionally secure, more comfortable with involvement in inquiry than secure in the existence of facts.

Is intellectually curious, more concerned with the joy of learning than by having learned, more a "why" person than a "what" person.

Is intellectually agile, is comfortable in seeking new structures of experience, new methodology, or new approaches to experience.

Has a moderate to high energy level.

Is enthusiastic.

Carl Rogers expresses these traits:

Has an ability to prize the individual (pertaining to self-worth).

Has an empathetic understanding.

Is genuine.

Has a sense of trust.

Other characteristics that should be considered include the following:

Subject matter competency.

A sense of humor.

Flexibility.

An understanding of the affective and cognitive domains.

An openness with students, parents, and experiences.

Patience.

Appreciation of artistic, musical, or dramatic talents.

Ability to allow students freedom of expression and movement.

Creativity.

Organizational skills in curriculum and classroom environment.

Ability to work with minority groups.

Ability to work with culturally different children.

Ability to work with disadvantaged students.

Ability to work with physically handicapped students.

Ability to recognize the self-worth of each individual

5.2 Teacher Qualifications

While Idaho does not have specific certification requirements for teachers of Gifted/Talented, universities offer many courses which pertain directly to those areas of curriculum, both process and content, which are applicable to programs for Gifted/Talented students. While special certification is not required at the present time, it is highly desirable for teachers to have received preservice training or advanced training in the Gifted/Talented area. Teachers of Gifted/Talented must hold an elementary or secondary standard or advanced teaching certificate.

5.3 In-Service Education

After teachers are selected, it is most important for the district to develop in-service education plans for administrators and teachers. In-service programs must satisfy the needs and requests of teachers and administrators to be effective. Several types of in-service activities might be considered.

5.3.1 *Teaching strategy workshops which give opportunities to investigate various qualitatively differentiated teaching strategies, different approaches, and different experiences for students.*

5.3.2 *Theory, psychology, and research workshops which will provide an opportunity to expand knowledge about Gifted/Talented programs and the underlying psychological and research bases for the programs.*

5.3.3 *Material workshops which provide an opportunity for teachers to investigate varying kinds of materials and equipment that might be particularly suited to Gifted/Talented students.*

5.3.4 *Local, state, regional, and national conferences and visitations which provide increased understanding of the program as well as providing (1) an opportunity to find out about other practices and programs throughout the country, and (2) time to interact with those individuals directly involved in Gifted/Talented education.*

5.3.5 *Opportunities to visit other in-state or out-of-state programs for Gifted/Talented should be provided.*

5.4 *Parent Programs*

Consideration should be given to developing programs for parents that define and explain Gifted/Talented programs. Workshops should be designed to increase the understanding of parents about their own child as well as the program in general. Opportunities should be taken to train parents to participate in advisory groups and committees. These workshops should provide the knowledge and understanding to allow parents to be involved in the implementation of Gifted/Talented programs.

5.5 *Programs for Mentors*

Programs for mentors should be developed to enable those citizens to whom a student may be assigned as an intern or for special projects to understand the goals and objectives of the Gifted/Talented program, the nature of the students involved, and the nature of the total program.

6.0 Time Line for Implementation

The following time lines are to be followed by districts and the State Department of Education during the development and implementation of programs:

	Time
PHASE I -- Planning	3 - 6 months
Submission of program request to State Department of Education	90 days prior to planned implementation
Receipt of approval by State Department of Education	30 days prior to planned implementation
PHASE II -- Implementation	Beginning of first semester/ Beginning of second semester/ Beginning of summer school
Progress reports	March 30
Evaluation reports	June 1
Reimbursement by State Department of Education	Quarterly, as established by State Department of Education
PHASE III -- Planning for Program Expansion	3 - 6 months
Submission of program request to State Department of Education	90 days prior to planned implementation
Receipt of approval by State Department of Education	30 days prior to planned implementation
PHASE IV -- Implementation of Expansion Plan	Beginning of first semester/ Beginning of second semester/ Beginning of summer school
Progress reports	March 30
Evaluation reports	June 1
Reimbursement by State Department of Education	Quarterly, as established by State Department of Education

7.0 Evaluation

The district plan should make provisions for evaluation of the program(s).

7.1 General Principles To Be Considered in an Evaluation Design

7.1.1 The evaluation design should focus on (1) student progress and (2) program administration.

7.1.2 The evaluation design should be developed during the planning process.

7.1.3 Evaluation procedures should be related to the goals and objectives of the program.

7.1.4 Evaluation of students should be continuous throughout the program.

7.1.5 Evaluation design should be comprehensive, using several techniques and methodology of assessment.

7.1.6 The evaluation should reveal to what extent the goals and objectives have been accomplished.

7.2 Areas To Be Considered for Evaluating Programs

-- The effects on the students in the program.
-- The effects on other students.
-- The effects on parents.
-- The effects on the community.
-- The effects on the faculty.
-- The administration of the program.
-- The effects on the total education programs within the school or districts.

7.3 Techniques of Evaluation

There is a multiplicity of tests, inventories, observational techniques, and measuring devices available to assist in the assessment process. Some examples of these techniques are the following:

-- Standardized tests.
-- Teacher-made inventory tests of behavior, self-image, or sociological development.
-- Individual conferences.
-- Group conferences.
-- Group counseling.
-- Parent reaction.
-- Peer reaction.
-- Student reaction.
-- Sociograms.

-- Psychological tests
-- Rating scales for creativity, motivational aspects, student awareness.
-- Student ability.
-- Student readiness.
-- Expert opinion.

A thorough evaluation program will utilize several of the above techniques.

8.0 Budget and Finance

8.1 Income

8.1.1 Income generated by salaries reimbursed by the state

.1 Ancillary Salaries

A limit is established by law on the amount of salary for which eighty percent (80%) reimbursement is paid. This limit is determined by a contract time and your district regular teacher salary schedule for personnel working with exceptional children. (Refer to Administrative Rules and Regulations Handbook for Special Education, page 1, section 1.1)

.2 Teacher Aide Salaries

The salary limitation for a Teacher Aide on which eighty percent (80%) reimbursement shall be paid is established by the State Board of Education. The Teacher Aide for Gifted/Talented program is an approved person in the Department of Education.

8.2 Income generated by students served in an approved program

8.2.1 The Exceptional Child sparsity factor applies for Gifted/Talented approved programs.

8.3 Accounting for Funds

8.3.1 An accounting of funds and activities provided for Gifted/Talented approved programs will be necessary for reporting to the legislature. This accounting should show funds received, pupils served, personnel employed, and expenditures

APPENDIX A

Listed below are several types of tests that may be found useful in the diagnostic, identification, and evaluation processes of Gifted/Talented students. These listings do not necessarily constitute endorsement of any given test or company. Perusal of the literature will reveal equally good instruments. Teacher-made tests should also be used when appropriate. Referral to the Mental Measurement Yearbook is also suggested.

1. Academically Gifted

-- Basic Educational Skills Inventory
-- California Achievement Tests (Grades 1 - 8)
-- California Test of Mental Maturity (Grades 4 - 12)
-- Illinois Test of Psycholinguistic Abilities
-- Kuhlman-Finch Scholastic Aptitude Tests (Grades 1 - 12)
-- Metropolitan Achievement Tests (Grades 1 - 12)
-- Peabody Individual Achievement Test
-- Peabody Picture Vocabulary Test (Grades K - 12)
-- Slosson
-- Stanford Achievement Tests (Grades 1 - 9)
-- Stanford-Binet Intelligence Scale (Grades 1 - 12)
-- Utah Test of Language Disability
-- Wechsler Intelligence Scale for Children (WISC)Grades K - 10)
-- Wide Range Achievement Test

2. Creative or Productive Thinking

-- Barclay Classroom Climate Inventory
-- Goodenough-Harris Drawing Test - Figural
-- Guiford's Tests of Creativity - Verbal, Figural
-- Illinois Test of Psycholinguistic Abilities
-- Remote Associates Test (Grades 10-12)
-- Torrance Tests of Creative Thinking - Figural
-- Torrance Tests of Creative Thinking - Verbal

3. Leadership Ability

-- Barclay Classroom Climate Inventory
-- Bonney-Fessenden Sociogram
-- The Junior-Senior High School Personality Questionnaire (HSPQ) (Grades 7 - 12)
-- Vineland Social Maturity Scale (All ages)

4. *Visual or Performing Arts*

-- *Barron Welsh Art Scale*
-- *Graves Design Judgment Test (Grades 7 - 12)*
-- *Music Aptitude Profile (Grades 1 - 12)*
-- *Seashore Measures of Musical Talents (Grades 4 - 12)*

5. *Manipulative Skills*

-- *Arthur Point Scale (Leiter adaptation)*
-- *Bennett Hand Tool Dexterity Test (Grades K - 12)*
-- *Crawford Small Parts Dexterity Test (Grades 7 - 12)*
-- *D.A.T. Mechanical Reasoning Test (Grades 7 - 12)*
-- *MacQuarrie Test for Mechanical Ability*
-- *Oseretsky Tests of Motor Proficiency (Grades K - 11*

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